



KENTUCKY DEPARTMENT OF EDUCATION

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MEDIA CONTACT: Lisa Y. Gross

Office: (502) 564-2015 **Cellular:** (502) 330-5063 **E-mail:** lisa.gross@education.ky.gov

42.6 PERCENT OF SCHOOLS MEET ALL NCLB GOALS

(FRANKFORT, Ky.) – Today, the Kentucky Department of Education released data related to schools' and districts' status under the federal No Child Left Behind (NCLB) Act; results of the Kentucky Core Content Tests (KCCT); college/career-readiness data and information about achievement gaps. This data is based on student test score results from the spring 2011 administration and other factors.

NCLB Status

Data indicate that 42.6 percent - 489 - of Kentucky's 1,148 accountable public schools made Adequate Yearly Progress (AYP) in the 2010-11 school year under the requirements of the federal No Child Left Behind (NCLB) Act.

AYP determinations are based primarily on the Kentucky Core Content Tests (KCCT) in reading and mathematics. Schools are required to have specific percentages of students reaching proficiency or above in reading and mathematics each year and to meet other criteria in order to make AYP.

NCLB requires that assessment results be made available and AYP determinations be made prior to the start of the coming school year. For the 2010-11 results, Kentucky received approval from the United States Department of Education to delay the release of results. The delay was granted due to the impact of multiple natural disasters in that school year on state test administration.

According to the data, 489 Kentucky public schools met 100 percent of their NCLB goals for AYP, while 659 schools did not. Of the 659 schools that did not make AYP, 189 made 80 percent or more of their goals. Statewide, 52 percent - 13 - of the 25 target goals were met.

Schools and districts that are funded by the federal Title I program, which provides funds to ensure that disadvantaged children receive opportunities for high-quality educational services, will be subject to federal consequences if they do not make AYP in the same content area in any student group for two or more consecutive years.

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Student groups in Kentucky are disaggregated by ethnicity, low-income (eligibility for free/reduced-price meals) status and those with disabilities and limited-English proficiency. Statewide, 245 schools are subject to consequences outlined through NCLB:

- 132 Title I schools are in first-year School Improvement consequences.
- 37 Title I schools are in second-year School Improvement consequences.
- 18 Title I schools are in first-year Corrective Action consequences.
- 16 Title I schools are in second-year Corrective Action consequences.
- 11 Title I schools are in first-year Restructuring consequences.
- 4 Title I schools are in second-year Restructuring consequences.
- 11 Title I schools are in third-year Restructuring consequences.
- 15 Title I schools are in fourth-year Restructuring consequences.
- 1 Title I school is in fifth-year Restructuring consequences.

NCLB SCHOOL IMPROVEMENT LEVELS				
School Improvement Year 1 (two years not making AYP)	School Improvement Year 2 (three years not making AYP)	Corrective Action Year 1 (four years not making AYP)	Corrective Action Year 2 (five years not making AYP)	Restructuring (six years not making AYP)
<ul style="list-style-type: none"> • notify parents using state-provided information • implement school choice • write or revise school plan 	<ul style="list-style-type: none"> • notify parents using state-provided information • continue school choice • revise school plan • offer supplemental services 	<ul style="list-style-type: none"> • notify parents using state-provided information • continue school choice • revise school plan • continue supplemental services • implement corrective action 	<ul style="list-style-type: none"> • notify parents using state-provided information • continue school choice • revise school plan • continue supplemental services • continue corrective action • write a plan for Alternative Governance 	<ul style="list-style-type: none"> • notify parents using state-provided information • continue school choice • revise school plan • continue supplemental services • continue corrective action • implement Alternative Governance Plan

NOTE: Schools subject to Restructuring consequences that continue not making AYP for additional years remain at the Restructuring level. The number of years at that level are indicated with a hyphen and a number after Restructuring (i.e., Yr 2, Yr 3 or Yr 4).

For the 2009-10 and 2010-11 school years, Senate Bill 1, passed in the 2009 session of the Kentucky General Assembly, requires that state accountability for non-Title I schools be based on their Adequate Yearly Progress status. If a non-Title I school does not make AYP in the same content area for two consecutive years, the school will be eligible for state assistance.

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Data indicate that 206 schools are eligible for state assistance. The method and delivery of that assistance will be determined after an analysis of needs, capacity and resources at the school, district and state levels.

School districts also are held to the requirements of AYP under NCLB. Of Kentucky's 174 school districts in 2010-11, 22 – 12.6 percent - met 100 percent of their target goals. Of the 152 districts that did not meet all of their goals, 30 met 80 percent or more of their goals. For NCLB requirements, school districts are gauged on the total student population. This can mean that, even if every school within a district makes AYP, the district may not because of the total size of student populations and their performance.

School districts also are subject to consequences, which can include rewriting district plans and receiving state assistance. The 2011 data for school districts indicate:

- 32 Title I districts are in first-year District Improvement consequences.
- 22 Title I districts are in second-year District Improvement consequences.
- 6 Title I districts are in first-year Corrective Action consequences.
- 8 Title I districts are in second-year Corrective Action consequences.
- 10 Title I districts are in third-year Corrective Action consequences.
- 21 Title I districts are in fourth-year Corrective Action consequences.
- 10 Title I districts are in fifth-year Corrective Action consequences.
- 13 Title I districts are in sixth-year Corrective Action consequences.

In Kentucky, 818 of the 1,148 schools that were accountable for state test results and NCLB status in 2010-11 were funded by Title I. With the exception of Beechwood Independent, all of the 174 school districts that participated in the 2010-11 assessments received some Title I funding.

PERCENTAGES OF NCLB GOALS MADE – 2010-11		
PERCENTAGE RANGE	NUMBER OF SCHOOLS	NUMBER OF DISTRICTS
100	489	22
90 – 99.9	104	9
80 – 89.9	85	21
70 – 79.9	127	18
60 – 69.9	143	35
50 – 59.9	84	20
40 – 49.9	60	24
30 – 39.9	46	24
20 – 29.9	7	1
0 – 19.9	3	0

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Adequate Yearly Progress (AYP) is the term used in NCLB to refer to the minimum improvement required of each school and district over the course of one year. It is measured at the school and district levels by:

- measuring growth in the percentage of students scoring proficient or above in reading and mathematics
- assessing improvement on the "other academic indicator"
- testing at least 95 percent of enrolled students and student populations of sufficient size

NCLB mandates testing in reading and mathematics in grades 3 through 8 and at least once in high school. Schools and districts are held accountable for the progress of student groups on these tests and on rates of participation in testing. Schools also are held accountable for other academic indicators, and for this data set:

- Elementary and middle schools must increase the percentage of proficient plus distinguished scores in combined science, social studies and writing on-demand compared to prior year; or perform at or above the state average percentage of proficient plus distinguished scores in combined science, social studies and writing on-demand; or decrease the percentage of novice scores in combined reading, mathematics, science, social studies and writing on-demand compared to the prior year.
- High schools must meet or exceed the yearly graduation rate goals. For this data release, the graduation rate goal is 82.32 or a rate that closes the gap between the previous year's rate and the goal of 90 percent by at least 10 percent.

Each Kentucky school and district has a specific number of NCLB goals to meet in order to make AYP. Each grade level - elementary, middle, high and combined - has a unique Annual Measurable Objective (AMO) for reading and mathematics that schools and districts must reach in order to achieve AYP.

The number of goals varies depending on the sizes of student populations in each school and district. Student population data is reportable only if it meets a minimum group size of 10 students per grade where NCLB-required assessments are administered and 60 students in those grades combined, or the population makes up at least 15 percent of the total student enrollment in accountable grades. The maximum number of goals is 25. For school districts, the number of goals to meet ranges from 4 to 25, with only four of the state's most diverse school districts - Boone County, Fayette County, Jefferson County and Warren County - required to meet all 25 goals to make AYP. For individual schools, the number of goals to be met ranges from 4 to 22.

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Kentucky Core Content Test Results

Results of the 2011 administration of the Kentucky Core Content Tests (KCCT), compared to 2010, show increases in the percentage of students scoring at the highest performance levels (proficient and distinguished) in every subject at the high school level. For middle schools, all subjects except for reading saw increases. Average elementary school percentages were lower in reading and mathematics.

In 2011, Kentucky public school students were tested in reading, mathematics, science, social studies and writing on-demand.

SUBJECT	GRADES TESTED
Reading	3-8, 10
Mathematics	3-8, 11
Science	4, 7, 11
Social Studies	5, 8, 11
Writing On-Demand	5, 8, 12

Student performance is categorized by four levels: novice, apprentice, proficient and distinguished (NAPD).

PERCENTAGE OF STUDENTS SCORING AT PROFICIENT/DISTINGUISHED ON KCCT

	2007	2008	2009	2010	2011
Elementary School Level					
Reading	72.74	72.64	73.54	76.80	76.00
Mathematics	61.73	69.52	70.28	72.94	72.76
Science	66.15	68.94	70.00	70.41	70.53
Social Studies	61.57	59.64	60.99	55.64	59.75
Writing On-Demand	53.34	52.56	53.32	59.06	59.74
Middle School Level					
Reading	66.32	66.81	66.94	70.21	69.90
Mathematics	51.85	56.96	60.93	62.39	65.11
Science	55.95	59.57	62.73	57.03	64.04
Social Studies	52.64	57.82	55.83	56.29	60.09
Writing On-Demand	41.92	39.48	42.08	42.35	45.22
High School Level					
Reading	60.15	60.01	61.84	61.34	65.91
Mathematics	39.30	38.53	41.19	40.28	45.98
Science	41.65	41.28	41.23	41.13	41.37
Social Studies	43.74	38.42	40.68	39.86	41.49
Writing On-Demand	19.79	29.73	34.97	35.94	40.89

Because of changes to student performance standards and definitions for NAPD in 2007, student performance from 2007 through 2011 cannot be compared to prior KCCT trends (1999-2006).

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College/Career Readiness Results

At its August 2011 meeting, the Kentucky Board of Education approved the following criteria for college/career readiness measures:

- **College-Ready** – must meet benchmarks on either ACT, COMPASS (a test used to determine skills and college placement) or the Kentucky Online Testing Program (KYOTE)
- **Career-Ready** – must meet benchmarks for:
 - one Career Academic requirement [Armed Services Vocational Aptitude Battery (ASVAB) or ACT WorkKeys]
 - one Career Technical requirement [Kentucky Occupational Skill Standards Assessment System (KOSSA) or Industry Certificates]

Schools and districts also may receive bonus points for students who are prepared for both college and career. To be considered both college- and career-ready, students must meet benchmarks on ACT or COMPASS or KYOTE and benchmarks on KOSSA or Industry Certificates.

The data this year indicate that, on average, 38 percent of public high school students statewide are ready for college or careers. If bonus points for students who are both college- and career-ready are included, the average is 42 percent. Readiness percentages among schools range from 2 percent to 81 percent without the bonus and from 2 percent to 92 percent with the bonus.

2009's Senate Bill 1 calls for schools and districts to improve the college and career readiness of their students by 50 percent by 2014. The measures reported today will eventually be included in the state's accountability system for public schools.

Achievement Gaps

KDE also is reporting information on how schools and districts are progressing in closing achievement gaps to the goal of proficiency.

This data is derived by averaging the percentage of students scoring at proficient and distinguished in reading and mathematics, then comparing that figure to prior-year data and to the ultimate goal of 100 percent proficiency for all student groups. This measure will be included in the state's new accountability system.

Average statewide data indicate that, for nearly every student group, the achievement gap has narrowed from 2010 to 2011. All students are expected to reach proficiency in reading and mathematics by 2014.

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STUDENT GROUP	2010 COMBINED READING/MATH PROF/DIST PERCENTAGE	2010 DISTANCE FROM 100 PERCENT	2011 COMBINED READING/MATH PROF/DIST PERCENTAGE	2011 DISTANCE FROM 100 PERCENT	STATUS
All Students	68%	32	69%	31	Closing the Gap
Male	65%	35	66%	34	Closing the Gap
Female	71%	29	72%	28	Closing the Gap
White	71%	29	72%	28	Closing the Gap
African American	48%	52	50%	50	Closing the Gap
Hispanic	62%	38	63%	37	Closing the Gap
Asian	80%	20	80%	20	No Change
Free/Reduced- Price School Meals	59%	41	60%	40	Closing the Gap
Limited English Proficiency	46%	54	46%	54	No Change
With Disability	44%	56	44%	56	No Change

Senate Bill 1 (SB 1), enacted in the 2009 session of the Kentucky General Assembly, outlines numerous changes to Kentucky's assessment and accountability program. SB 1 created a three-year interim period (2008-09, 2009-10 and 2010-11) and a new state assessment program beginning in 2012. The interim period allows Kentucky time to develop the new assessment system while maintaining components necessary for federal No Child Left Behind (NCLB) reporting.

SB 1 suspended the former state assessment and accountability program with its focus on the accountability index and individual growth charts. All public schools in Kentucky, both Title I and non-Title I, will be held accountable for student performance through Adequate Yearly Progress status included in No Child Left Behind (NCLB) reports.

Detailed information on AYP, KCCT, college/career readiness and achievement gap data of each Kentucky public school and district is available through the Open House section of the KDE website.

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